

## Long-term plan year 5

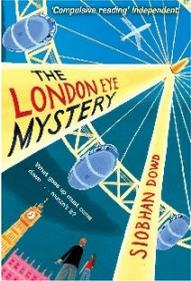
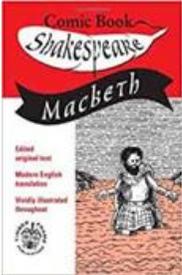
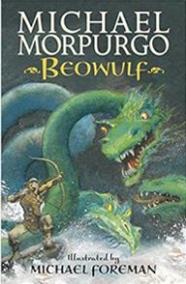
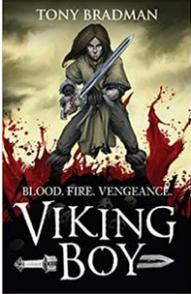
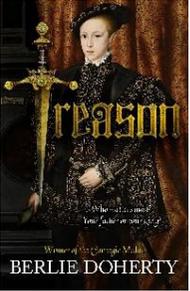
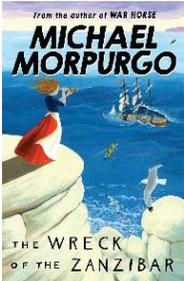
### **National curriculum:**

#### **Writing composition** - Pupils should be taught to plan their writing by:

- ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ♣ noting and developing initial ideas, drawing on reading and research where necessary
- ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- ♣ draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ♣ précising longer passages
- ♣ using a wide range of devices to build cohesion within and across paragraphs
- ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- ♣ evaluate and edit by assessing the effectiveness of their own and others' writing
- ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ♣ ensuring the consistent and correct use of tense throughout a piece of writing
- ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ♣ proof-read for spelling and punctuation errors

#### **Vocabulary, grammar and punctuation** – Pupils should be taught to:

- ♣ develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ♣ using passive verbs to affect the presentation of information in a sentence
- ♣ using the perfect form of verbs to mark relationships of time and cause
- ♣ using expanded noun phrases to convey complicated information concisely
- ♣ using modal verbs or adverbs to indicate degrees of possibility
- ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ♣ learning the grammar for years 5 and 6 in English Appendix 2
- ♣ indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing
- ♣ using hyphens to avoid ambiguity
- ♣ using brackets, dashes or commas to indicate parenthesis
- ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses
- ♣ using a colon to introduce a list
- ♣ punctuating bullet points consistently
- ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p>London Eye Mystery</p> 	<p>Macbeth</p> 	<p>Beowulf</p> 	<p>Viking Boy</p> 	<p>Treason</p> 	<p>Wreck of the Zanzibar</p> 
<p><u>Fiction</u></p> <p>Diary Informal letter</p>	<p><u>Fiction</u></p> <p>Playscript</p>	<p><u>Fiction</u></p> <p>Narrative (Beating the monster story)</p>	<p><u>Fiction</u></p> <p>Narrative Research (Norse Myths)</p>	<p><u>Fiction</u></p> <p>Narrative (new chapter)</p>	<p><u>Fiction</u></p> <p>Narrative (disaster story)</p>
<p><u>Non-Fiction</u></p> <p>Information text (autism)</p>	<p><u>Non-Fiction</u></p> <p>Newspaper Discussion (Monarchy/Government EU Parliament BREXIT)</p>	<p><u>Non-Fiction</u></p> <p>Explanation (how dragons look after their treasure)</p>	<p><u>Non-fiction</u></p> <p>Balanced argument</p>	<p><u>Non-Fiction</u></p> <p>Persuasion</p>	<p><u>Non-Fiction</u></p> <p>Non-chronological report (Isle of Scilly)</p>