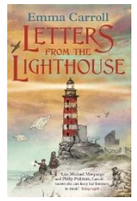
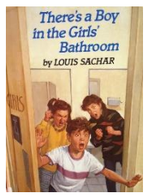
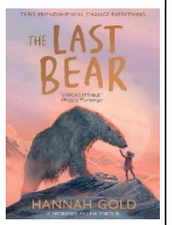
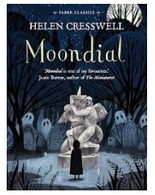
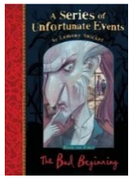
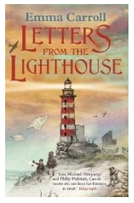
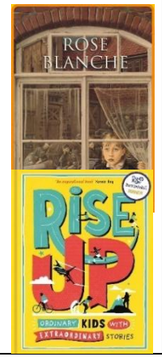
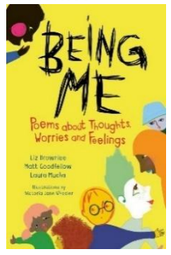
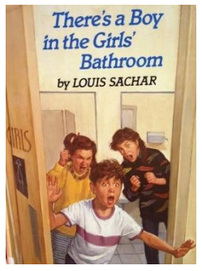
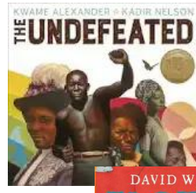
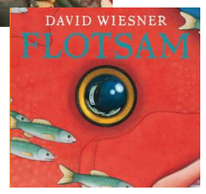
Year 5 English LTP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	History Geography Science	WW2 Forces	Mountains Earth and Space	Crime and Punishment Changes of Materials	Latitude, Longitude and Timezones Animals and their Habitats	Mayans Animals including Growing Up	Food Distribution and Climate Inventors
Whole Class Reading Texts		Letters From the Light House – Emma Carroll 	Wonder – R. J. Palacio 	The Girl Who Stole an Elephant – Nizrana Farook  	The Last Bear – Hannah Gold  	Moondial – Helen Cresswell 	A Series of Unfortunate Events – The Bad Beginning – Lemony Snickett 
Key texts/writing stimulus		Rise Up: Ordinary Kids with Extraordinary Stories – Amanda Li  	Poetry – 2 Weeks - Being Me: Poems About Thoughts, Worries and Feelings – Liz Brownlee 	The Boy and The Girls Bathroom? Lee's suggestion 	Brightstorm by Vashti Hardy 9-11yo (As discussed with Lee and Simon) 	Mayans? Some options.  	The Undefeated – Kwame Alexander  
Stages of Writing		**Writing Skills** 1. Engage with a stimulus, identify the key features / grammatical elements of texts / use of language & vocabulary. Focus on outcome for the week. 2. Analyse and breakdown grammatical concepts 3. Draft and apply grammatical understanding using clear modelled examples, building on understanding through clear scaffolding.			**Flourishing Writers** 4. Compose written outcome within Flourishing Writers books, focusing on genre and inclusion of grammatical features. 5. Utilising success criteria, work is edited using purple pen to address any misconceptions in sentence structure and use of vocabulary, whilst up levelling.		
Ongoing writing objectives throughout	Year 5	**Ongoing objectives across the year:** Plan writing: • identifying the audience and purpose of the writing, selecting appropriate form and use other similar writing as models for their own (consider levels of formality where appropriate) • noting and developing initial ideas using chosen planning frames, and drawing on reading and research Draft and write: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit: • including proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors					

Year 5 English LTP

Composition	**Year 5**	**Composition:** • (Y4) Revisit use of paragraphs to organise ideas around a theme • (Y4) Linking ideas within paragraphs using known cohesive devices (conjunctions, adverbs, pronouns) • In narratives, begin to convey character through dialogue maintaining a balance of speech and description • In narratives, considering how authors have developed characters in what pupils have read, listened to or seen visually • Proof read for correct application of known punctuation from KS1/LKS2 • (Y4) Continue to evaluate the effectiveness of writing and develop with reference to planning	**Composition:** • In narratives, begin to describe and develop atmosphere • Use paragraphs to organise ideas around a theme for narrative and non-narrative compositions • Further develop devices to build cohesion within paragraphs • Convey character through dialogue maintaining a balance of speech and description • Use further organisational and presentational devices to structure text and to guide the reader • Assess the effectiveness of own and others' writing with reference to success criteria and audience • Continue to proof read for correct application of known punctuation from KS1/LKS2	**Composition:** • In narratives, continue to develop descriptive settings and characters • Introduce how to link ideas across paragraphs using adverbials of time and number • Continue to develop use of paragraphs to organise ideas using a variety of known known sentence structures and sentence lengths (simple, compound, complex) • Revisit and develop subject and verb agreement when using singular and plural • Assess the effectiveness of own writing with reference to planning and agreed success criteria to achieve impact • Proof read for correct application of known punctuation from KS1/LKS2	**Composition:** • In narratives, develop character and atmosphere • Select appropriate vocabulary, understanding how choices change & enhance meaning • Select appropriate presentational devices to structure text and to guide the reader • Develop how to link ideas across paragraphs using adverbials of time and place • Further develop the structure of paragraphs with a variety of sentence structures • Continue to assess the effectiveness of own and others' writing reference to plan • Continue to develop correct subject/ verb agreement when using singular and plural • Read aloud their own writing, to a group or the whole class, controlling the tone and volume so the meaning is clear • Proof read for correct application of known punctuation and spelling	**Composition:** • In narratives, continue to develop descriptive settings and characters • In narratives, continue to describe atmosphere • In narratives, develop the use of dialogue to convey character and/ or advance the action • Evaluate the effectiveness of own writing with reference to agreed success criteria • Continue to develop selecting appropriate organisational devices to structure text • Continue to develop the structure of paragraphs by using a variety of sentence structures • Further develop devices to build cohesion within and across paragraphs • Begin to precise longer passages • Continue to develop the structure of paragraphs by using a variety of sentence suitable for informal register • Read aloud their own writing, to a group or the whole class, controlling the tone and volume so the meaning is clear	**Composition:** • In narratives, convey character and advance the action through dialogue • In narratives, maintain a balance of narration and dialogue and/ or monologue • Continue to embed a range of devices to build cohesion within and across paragraphs, including by changing tense • Proofread for correct application of known punctuation • Continue to develop how to evaluate the effectiveness of others' writing with reference to agreed success criteria • Continue to develop selecting appropriate organisational and presentational devices to structure text • Continue to precise longer passages
Grammar and punctuation	**Year 5** **New learning** **Recap/refine**	**Grammar & punctuation:** • (Y4) Use of inverted commas and other punctuation to indicate direct speech • (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (ie simple, progressive & perfect) • (Y4) Vary the range of sentence structures used within individual paragraphs, including subordinating and co-ordinating conjunctions • (Y4) Expanded noun phrases	**Grammar & punctuation:** • Introduce brackets to indicate parenthesis • (Y4) Revisit use of fronted adverbials • Revisit use of commas to demarcate fronted adverbials and separate clauses where required • (Y4) Use of inverted commas and other punctuation to indicate direct speech • (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (ie simple, progressive & perfect)	**Grammar & punctuation:** • Introduce dashes to indicate parenthesis and contrast with the use of brackets • Continue to vary and extend sentence structure including the use of fronted adverbials and subordinate clauses • Introduce relative clauses beginning with who, which, where, when, whose, that, to add extra detail as a form of subordination • Introduce how to link ideas **across** paragraphs using adverbials of time	**Grammar & punctuation:** • Integrate dialogue in narratives • Develop and use relative clauses beginning with who, which, where, when, whose, that, to add extra detail as a form of subordination • Introduce commas to indicate parenthesis and contrast with use of brackets & dashes • Develop how to link ideas **across** paragraphs using adverbials of time and place • Introduce how to link ideas **across** paragraphs	**Grammar & punctuation:** • Introduce modal verbs to Indicate degrees of possibility • Introduce beginning relative clauses with an omitted relative pronoun • Develop use of relative clauses beginning with *who, which, where, when, whose, that,* to add extra detail as a form of subordination • Indicate parenthesis by selecting the use of brackets, dashes or commas • Begin to identify where to use commas to clarify	**Grammar & punctuation:** • Refine use of commas to clarify meaning or avoid ambiguity • Vary sentence structure including extending sentences using grammar knowledge from LKS2 and Y5: the use of fronted adverbials, relative clauses and subordination • Select modal verbs and adverbs to indicate degrees of possibility • Ensure consistent and correct use of tense throughout

Year 5 English LTP

		• Begin to develop use of figurative language (similes, metaphors)	• Introduce commas to indicate parenthesis and compare with use of brackets • Revisit use of commas to separate items in a list and separate clauses • Continue to use expanded sentences with conjunctions and fronts adverbials	• Begin to advance action through dialogue, maintaining balance of speech & description • (Y4) Use past and present tenses correctly, and include a wider range of known verb forms (simple, progressive & perfect)	using adverbials of number • Further develop devices to build cohesion **within** paragraphs • Select and apply appropriate verb tenses consistently and correctly	meaning or avoid ambiguity • Introduce converting nouns or adjectives into verbs using suffixes • Ensure consistent and correct use of tense throughout	• Select organisational and presentational devices to structure text and to guide the reader • Select appropriate punctuation to mark extended clause structure within sentences including commas for clarity and brackets, commas or dashes for parenthesis
Rainbow Grammar	Coordinate using 2 different coordinating conjunctions The boy heard a scream in the darkness and shivered but made his way towards the sound. Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards. **Join 2 main clauses with a semi colon** Strange slithering noises made his skin crawl; something was inside the walls.	Zoom in using 3 'when' or 'where' fronted adverbials In the dead of winter, on a blustery night, upon the stroke of midnight, the dead rose from their graves. Zoom out using 3 'when' or 'where' fronted adverbials In an abandoned house, upon a lonely hill, at the edge of a dark forest, something stirred.	**When at the end of a sentence, capitalise direct speech, separate from the main clause with a comma, and close with a full stop, question mark or exclamation mark** The boy said, "It's dark tonight." The boy asked, "Should I go in?" The boy cried, "A ghost!" **Insert a reporting clause into longer speech.** "Should I go in?" the boy asked. "It doesn't look very safe to me."	**Use a parenthetic adverbial clause, separating with commas** The old door, as it was pushed open, squealed upon rusty hinges. Begin a sentence with 2 adverbial clauses Now that clouds had gathered overhead, now that the moon had faded from view, darkness stole across the land.	Coordinate 2 -ing non-finite clauses The boy crept through the room, sweeping his torch into corners and chasing away the shadows. Slithering beneath closed doors, snaking through empty rooms, a grey mist filled the house. **Use an -ed non-finite clause, separating with commas** Smothered by a layer of dust, debris was littered about the room. Debris was littered about the room, smothered by a layer of dust. Debris, smothered in dust, was littered about the room.	**Understand a relative clause as a subordinate clause that starts with a relative pronoun** **Describe a noun phrase with a relative clause, separating with commas** Rats, whose eyes flashed in the light, skittered away into the dark. The boy stepped over broken furniture, which littered the floor. Coordinate 2 relative clauses The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.	Coordinate 2 appositives, separating with commas The old house, a place of untold terrors and a source of great evil, squatted at the edge of the village.	**Use ellipsis to show incompletion** The boy opened the door, stepped through and… **Use commas, brackets and dashes for parenthesis** Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house. **Use a colon to introduce and bullet points to demarcate a list** The boy carried: •a torch •a lantern •his packed lunch
	Know and use the following demonstrative determiners that these this those	Use adjectives of age young fresh elderly ancient Use adjectives that describe materials silk bronze plastic porcelain **Avoid pleonasm when using adjectives** huge giant cold ice future plans white snow	**Understand an abstract noun as concept, idea or emotion** love terror religion friendship success **Join 2 nouns or noun phrases with a range of prepositions to create an expanded noun phrase (a double noun phrase)** the house **by** the lake that book **about** the Romans	**Know and use the following relative pronouns** that when where which who whose	**Know and use the following modal verbs** can could may might must shall should will would		**Know and use the following linking adverbs** besides furthermore in conclusion in fact likewise similarly still **Avoid pleonasm when using adverbs** smiled happily shouted loudly ran quickly	**Know and use the following coordinating conjunctions** for **Know and use the following subordinating conjunctions** now that so that whatever whenever whereas wherever whoever
						Use prepositions to compose adverbial phrases of manner **with** great care **in** disgust **in** a fit of rage		