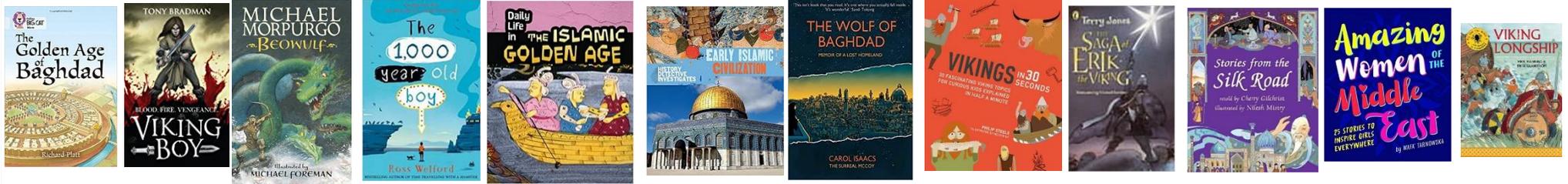


Y5 English Long term Plan

Key Literature

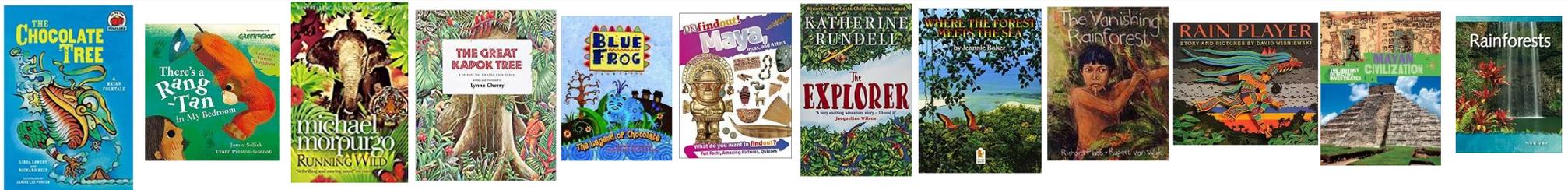
Autumn

Vikings vs Ancient Baghdad



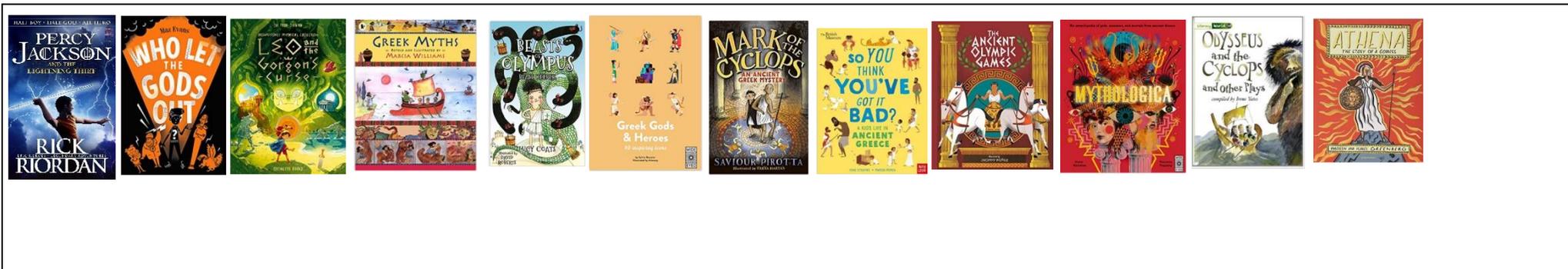
Spring

Aztecs/ Rainforest



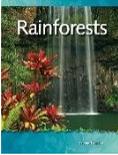
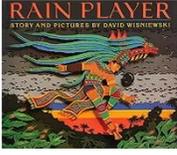
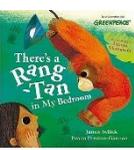
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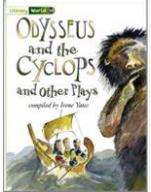
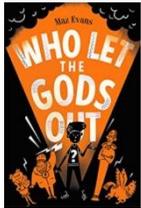
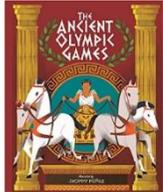
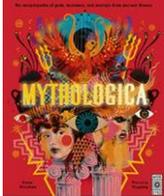
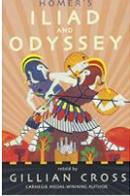
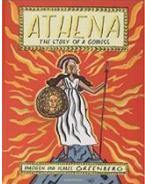
Who let the God's out? - Ancient Greece



Topic	Vikings vs Ancient Baghdad					
Term	Autumn 1			Autumn 2		
Writing Unit and Outcome (Entertain, inform, persuade)	Narrative To write a Viking adventure story/Myths and Legends	Instructions How to make a Viking longboat	Poetry Write Kennings poems linked to Viking/Baghdad weapons/artefacts	Narrative To write a historical narrative	Non-Chronological reports Produce a report linked to an aspect of Viking/Ancient Baghdad	Recounts Write a diary entry based on an event
Outcome details	Write a five part story using language to evoke mood and atmosphere and develop characterisation.	Write accurate instructions for a complicated process. Interweave the use of diagrams and illustrations to make them easier to follow.	Write Kennings using appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout.	Write a diary with developed introduction and conclusion. Reveal the writer's perspective.
Key Text/Stimuli				?		

Grammar	Recap of Y4 objectives: <ul style="list-style-type: none"> Fronted adverbials Use of paragraphs Inverted commas Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Cohesive devices within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Brackets, dashes or commas 	<ul style="list-style-type: none"> Word classes Verb prefixes 	<ul style="list-style-type: none"> Relative clauses Cohesive devices within a paragraph Degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> Brackets, dashes or commas Relative clauses 	<ul style="list-style-type: none"> Cohesive devices within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Degrees of possibility using adverbs or modal verbs
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> Emotion word, comma sentences The more, the more sentences Short sentences 	<ul style="list-style-type: none"> NOUN, who/ which/ where sentences List sentences 	NA	<ul style="list-style-type: none"> ___ing, ___ed sentences 2 adjective pairs sentences 3_ed sentences 	<ul style="list-style-type: none"> NOUN, who/ which/ where sentences List sentences 	<ul style="list-style-type: none"> Outside (inside) sentences Short sentences
Reading Whole class reading texts - VIPERS						
Topic	Aztecs and the Rainforest					
Term	Spring 1			Spring 2		
Writing Unit and Outcome (Entertain, inform persuade, discuss)	Narrative Write setting descriptions for the rainforest	Explanation Write an explanation linked to layers of the rainforest	Persuasion Write a letter/speech linked to theme of deforestation	Narrative Write a retelling from Mayan folklore	Poetry Blackout Poems	Discussion Write a discussion linked to deforestation

Outcome details	Extend ways to link paragraphs using adverbs and adverbial phrases.	Plan, compose, edit and refine an explanation text; focusing on audience, clarity, conciseness.	Adapt a piece of writing for different audiences, shifting levels of formality e.g. a formal speech and an informal speech.	Plan and tell a story to explore narrative viewpoint eg retell a familiar story from the point of view of another character.	Create a blackout poem describing Mayan life select appropriate grammar/vocab, understanding how such choices change/enhance meaning	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.
Key Text/Stimuli						
Grammar	<ul style="list-style-type: none"> Relative clauses Cohesive devices within a paragraph 	<ul style="list-style-type: none"> Cohesive devices within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Brackets, dashes or commas 	<ul style="list-style-type: none"> Cohesive devices within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Brackets, dashes or commas 	<ul style="list-style-type: none"> Relative clauses Cohesive devices within a paragraph Modal verbs 	<ul style="list-style-type: none"> Word classes Verb prefixes 	<ul style="list-style-type: none"> Cohesive devices within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Brackets, dashes or commas
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> Personification Similes 	<ul style="list-style-type: none"> NOUN, who/ which/ where sentences List sentences 	<ul style="list-style-type: none"> NOUN, who/ which/ where sentences The more, the more sentences Short sentences Last word, first word 	<ul style="list-style-type: none"> ___ing, ___ed sentences 2 adjective pairs sentences 3_ed sentences Outside (inside) sentences Short sentences 	NA	<ul style="list-style-type: none"> If, if, if then Last word, first word NOUN, who/ which/ where sentences
Reading						

Whole class reading texts - VIPERS						
Topic	Who let the God's out? - Ancient Greece					
Term	Summer 1			Summer 2		
Writing Unit and Outcome (Entertain, inform, persuade)	Playscripts Read and perform a playscript. Write own playscript linked to a Greek myth	Narrative Setting description Rewrite a chapter from a different perspective	Travel Brochure Write a travel brochure for the Olympic Games	Poetry Haiku	Newspaper Reports Write a recount of the Trojan Horse event	Biography Write a biography of the life of Athena or a Greek historical figure
Outcome details	Plan and write a playscript which includes stage directions as well as bold/italic writing to show how something is spoken.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.	Draft and write a persuasive brochure for a purpose.	Write Haiku poems for Greek Gods and Goddesses using form and structure	Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required.	Plan, draft and write a biography making decisions on form and layout
Key Text/Stimuli						
Grammar	<ul style="list-style-type: none"> • Brackets, dashes or commas • Relative clauses • Cohesive devices within a paragraph • Degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> • Relative clauses • Cohesive devices within a paragraph • Degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> • Cohesive devices within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> • Word classes • Verb prefixes 	<ul style="list-style-type: none"> • Cohesive devices within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> • Brackets, dashes or commas • Relative clauses •

			<ul style="list-style-type: none"> • Brackets, dashes or commas 		<ul style="list-style-type: none"> • Brackets, dashes or commas 	
Sentence Construction (Alan Peat)	<ul style="list-style-type: none"> • Short sentences • NOUN, who/ which/ where sentences • Last word, first word 	<ul style="list-style-type: none"> • ___ing, ___ed sentences • 2 adjective pairs sentences • 3_ed sentences • Outside (inside) sentences <p>Short sentences</p>	<ul style="list-style-type: none"> • NOUN, who/ which/ where sentences • The more, the more sentences • Short sentences • Last word, first word 	NA	<ul style="list-style-type: none"> • NOUN, who/ which/ where sentences • The more, the more sentences • Short sentences 	<ul style="list-style-type: none"> • NOUN, who/ which/ where sentences • List sentences
Reading Whole class reading texts - VIPERS	