

Literacy long term planning Year 5 2019-2020

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text to be taught	Poetry – Performance poetry There's a boy in the girls' bathroom (CLPE)	Oliver Jeffers- Stuck Macbeth – (CLPE)	Greek Myths Odysseus (CLPE)	The Highwayman (CLPE) Roald Dahl – Boy	Pixar animation – The Piano (VL) - The London Eye Mystery (CLPE)	Text free book- Flotsam Kensuke's Kingdom (Hamilton trust) new text

Explore belonging to a group and right decisions with *There's a boy in the girls bathroom*,

Explore peer pressure with *There's a boy in the girls bathroom*, *Boy*, *Cosmic*

Explore true friendship with *There's a boy in the girls bathroom*, *Boy*

Explore positive mental health and exploring emotion with *The Piano*

Where there are gaps of extra weeks please teach additional non-fiction texts and additional poetry unit – both of these are to be designed by the teachers and can link to topic subjects should you wish.

Literacy Medium Term Planning

Year 5 2018-2019

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Poetry – Performance poetry 1 week	Recite poem/ Readers theatre Write poem based on model	None	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1).</p> <p>Writes legibly, fluently and with increasing speed varying style depending on piece i.e. note taking or published piece.</p> <p>Performs own compositions using</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention</p>
There's a boy in the girls' bathroom (CLPE) 6 weeks	Recount (letters) -Recount (diary entries) -Play script -Contemporary narrative -Drama and role-play -Drawing and annotating	Blue paper – writing ending Yellow/pink paper – diary, letter and alternative ending	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading Draft and write by selecting appropriate grammar and vocabulary In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear 	<p>Uses and understands suffixes –cious or –tious and suffixes –cial and –tial & uses and understands suffixes –ant, –ance or –ancy and suffixes –ent, –ence and –ency.</p> <p>Uses relative clauses beginning with the 5Ws, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Considers how authors develop character and setting & uses this to plan own ideas.</p> <p>uses devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Uses a thesaurus to understand synonyms and antonyms & a dictionary for spellings & meanings.</p> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Oliver Jeffers – Stuck				
Macbeth (CLPE) 4 weeks	Drawing and annotating -Note writing in role as character -Text marking -chronologically	Blue paper – playscript Yellow/pink paper – playscript	<ul style="list-style-type: none"> In writing narratives, considering how authors have developed characters and settings in what they have heard or read. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Draft and write by selecting appropriate grammar and vocabulary 	<p>Spells words with ei after c, -ough & words with silent letters.</p> <p>Uses the perfect form of verbs to mark relationships of time & cause.</p> <p>Uses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity.</p> <p>Considers how authors develop character and setting & uses this to plan own ideas.</p>

	mapping -Role play -Character description -List poetry -Letter writing -Log writing -Newspaper reports -Speeches - CV writing Non-chronological report – talk for writing – how to catch a narwhale		<ul style="list-style-type: none"> • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear 	Creates atmosphere and integrates dialogue to convey character and advance action. Develops understanding through speculating, hypothesising, imagining and exploring ideas.
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Spring 1

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Greek Myths Odysseus (CLPE) 5 weeks	-Letters -Annotated storyboards -Diaries -Speeches -Notes for a debate/ -Story writing -Newspaper articles	Blue paper – writing own myth Yellow/pink paper= writing own myth	<ul style="list-style-type: none"> • 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 they have read, listened to or seen performed • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • assessing the effectiveness of their own and others' writing • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1). Uses modal verbs or adverbs to indicate degrees of possibility. Ensures consistent use of tense throughout. Links ideas across paragraphs using adverbials of time (later), place (nearby) & number (secondly). Gives well-structured descriptions, explanations & narratives including expressing feelings

Spring 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
The Highwayman (CLPE) 3 weeks	-character descriptions -diary entry -retelling from other point of view -Letter writing -Poetry -alterative ending told as prose	Blue paper – writing in other POV Yellow/pink paper – writing in different POV based on model and style	<ul style="list-style-type: none"> • spell some words with 'silent' letters [for example, knight, psalm, solemn] • use a thesaurus • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • précising longer passages 	Spells words with ei after c, -ough & words with silent letters. Uses the perfect form of verbs to mark relationships of time & cause. Uses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity. Identifies grammatical concepts in their own writing and books they are reading. Develops understanding through speculating, hypothesising, imagining and exploring ideas.

	-Information text writing -Note writing -Argument		<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using commas to clarify meaning or avoid ambiguity in writing assessing the effectiveness of their own and others' writing 	
Roald Dahl – Boy 2 weeks	Autobiography Humour character description Interviews	Blue paper – write autobiography Yellow/pink paper - write autobiography	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused choosing the writing implement that is best suited for a task. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	Uses and understands suffixes –cious or –tious and suffixes –cial and –tial & uses and understands suffixes -ant, -ance or -ancy and suffixes -ent, -ence and -ency. Uses relative clauses beginning with the 5Ws, that or with an implied (i.e. omitted) relative pronoun. Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing. Identifies audience and purpose using similar writing and research as models for their own. Gives wellstructured descriptions, explanations & narratives including expressing feelings

Summer 1

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Animation – The Piano (VL) 1 week	Diary entry Role play	None	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs 	Writes legibly, fluently and with increasing speed varying style depending on piece i.e. note taking or published piece. Uses modal verbs or adverbs to indicate degrees of possibility Links ideas across paragraphs using adverbials of time (later), place (nearby) & number (secondly). Ensures consistent use of tense throughout Considers different viewpoints, attending to and building on contributions of others.
The London Eye Mystery (CLPE) 5 weeks	Recount (diary entries) -Conversation -Character study -Writing in a chosen form for a chosen audience -Persuasion (book review)	Blue paper – write newspaper article Yellow/pink paper – diary, newspaper article	<ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading Draft and write by selecting appropriate grammar and vocabulary Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation 	Accurately uses word pairs with –ce and –se (advice/advise) Converts nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) and uses verb pre-fixes dis-, de-, mis-, over-, re- Considers how authors develop character and setting & uses this to plan own ideas. Creates atmosphere and integrates dialogue to convey character and advance action. Identifies grammatical concepts in their own writing and books they are reading. Articulates & justifies answers, arguments and opinions, speaking

			<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Assessing the effectiveness of their own and others writing 	<i>audibly and fluently</i>
Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Text free book- Flotsam 2 weeks	Writing narrative for book Picture analysis Art work, create own world	Blue paper – Yellow/pink paper -	<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • 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 • using commas to clarify meaning or avoid ambiguity in writing 	<p>Spells words with ei after c, -ough & words with silent letters.</p> <p><i>Creates atmosphere and integrates dialogue to convey character and advance action.</i></p> <p><i>Performs own compositions using appropriate intonation, volume & movement.</i></p>
Kensuke's Kingdom			<ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally; • In narrative create characters and plot; • Draft and write arguments based on themes explored in a text. • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining <p>Plan 3: Modern Classic Fiction Required texts: Kensuke's Kingdom by Michael Morpurgo Grammar includes: Revising the use of pronoun and determiners; identify adverbs and conjunctions in writing; using appropriate devices to create cohesion within and between paragraphs.</p>	<p>Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1).</p> <p><i>Uses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity.</i></p> <p><i>Uses devices to build cohesion within a paragraph (then, after that, this, firstly).</i></p> <p><i>Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing.</i></p> <p><i>Uses a thesaurus to understand synonyms and antonyms & a dictionary for spellings & meanings.</i></p> <p><i>Listens & responds using appropriate register, asks & answers questions, maintains attention</i></p>