

Brackenwood Junior School

English

Long Term Plan

Y5

2024-25

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| Autumn 1Grammarsaurus PVGV objectives 4-6 weeksApplication unit – Letter – Hansel’s escape |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre |  |
| SpellingFocusTeaching | ing and ed endingsIrregular verbs | Comparitive/superlative(er, ier and est)  | Plural – s, es, ies  | Adding y | Homophones | Homonyms Homographs | Silent letters |
| Grammar/punctuationFocus Teaching |  | **Letter – Hansel’s Escape****Application unit** |

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| Autumn 2Text – Listen by Shannon Stocker (diverse picture book) |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Extended WritingGenre | Listen by Shannon Stoker**Genre – Persuasive letter – importance of inclusivity and equal opportunity** | **Genre – Diary – day she loses her hearing** |
| SpellingFocusTeaching | ing and ed endingsIrregular verbs | Comparitive/superlative(er, ier and est)  | Plural – s, es, ies  | Adding y | Homophones | Homonyms Homographs | Silent letters |
| Grammar/punctuationFocus Teaching | **Year 5 Grammar** Organisational features is non-narrative writingFronted adverbials and fronted subordinate clausesAdverbs and modal verbsRange of conjunctionsParenthesis **Greater depth**Write effectively for a range of purposes and audiences, selecting the appropriate formEnhance meaning by selecting precise and effective vocabularyUse full range of punctuation taught so far | **Genre Related Grammar – Persuasive letter****Language Features:**Present tenseFirst personPersuasive featuresPersuasive openers**Structural Features:**AddressesDateGreetingIntroductionMain bodyConclusionSignature | **Year 5 Grammar**Paragraphs developed around a themeExpanded noun phrasesVaried sentence lengthAdverbs and modal verbsCommas to clarify meaning**Greater depth**Write effectively for a range of purposes and audiences, selecting the appropriate form (difference between dialogue and stage directions)Enhance meaning by selecting precise and effective vocabularyUse the full range of punctuation taught so far accurately | **Genre Related Grammar - Diary****Language Features:**First personPast tenseChronological orderTime adverbs and conjunctionsWriter’s point of viewPerson emotions and feelingsInformal voice (I reckon…)**Structural Features:**DateGreeting (Dear diary,)IntroductionMain bodyConclusionSign-off |

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| Spring 1Text – The Last Bear by Hannah Gold |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| Extended WritingGenre | **Genre – Non-chronological report on arctic circle** | **Genre – Newspaper – Extinction of last polar bear** |
| SpellingFocusTeaching | **Consonant spellings -** que’/’ck’/’ch’ sounding k‘sc’ sounding ‘s’‘c’ sounding ‘s’ | **Consonant spellings -**  ‘s’ sounding ‘z’ ‘y’ sounding ‘i’ ‘gue’ sounding ‘g’ ‘g’/’ge’/’dge’ sounding ‘j’ | **Consonant spellings -** ‘th’ sounding ‘t’ ‘gh’/‘ph’ sounding ‘f’ ‘wh’ sounding ‘w’ ‘qu’ sounding ‘kw’ | **Short vowel sounds -**a/ea/sounding ‘e’ i/o/u/y/sounding ‘i’ a sounding o o/ou/oo/ sounding ‘u’ | **Long vowel sounds -** ei/ai sounding long á ea/ie sounding long é | **Long vowel sounds -** i/i-e sounding long í ow/ou sounding long ó u sounding long ú | **Digraphs and trigraphs -** oi,oy ow, ou ar air, are, ear |
| Grammar/PunctuationFocusTeaching | **Year 5 Grammar** Relative clauses for additional informationCommas to separate items in a listNon-chronological adverbials e.g. mostly, often, sometimes etcBrackets, dashes and commas to indicate parenthesis**Greater depth standard**Sentence types are manipulated to engage the readerConfident use of parenthesis to suit the purpose of the writing (commas, dashes, brackets)Expand noun phrases conveying complicated information with greater precision Making apt vocabulary choices to fit the purpose | **Genre Related Grammar – Non-chron** **Language Features:**Information in non-chronological orderFactual informationThird personPresent tense (sometimes past)Technical vocabulary**Structural Features:**HeadingSubheadingParagraphsBullet pointsDiagrams/photos with caption |  **Year 5 Grammar** Modal verbsRelative clausesAdverbialsAdapt sentence lengthPresent tense e.g. If you have additional information, please….**Greater depth**Write effectively for a range of purposes and audiences, selecting the appropriate formEnhance meaning by selecting precise and effective vocabulary | **Genre Related Grammar - Newspaper****Language Features:**Third personPast tenseDialogueTime adverbialsChronological order**Structural Features:**HeadlineOrientation – 5WsMain bodyReorientationPicture with caption |

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| Spring 2Text – The Last Bear by Hannah Gold |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | **Genre – Narrative** Retelling of the story – change main character or animal |
| SpellingFocusTeaching | **Digraphs and trigraphs** ear, ere, eer | **Digraphs and trigraphs** ir, er, ur, or,ore,au,aw, augh,ough | **Prefixes- de, mis, dis dis’**- not/ opposite of **‘mis’** –wrong/ opposite of **‘de’** – undo/do opposite of | **Prefixes- in/im/il/ir in’** means ‘not’. When the root word starts with a ‘p’ or ‘m’ ‘in’ becomes **‘im’** When the root word starts with ‘l’, ‘in’ becomes **‘il’** When the root word starts with ‘r’, ‘in’ becomes ‘ir’ | **Prefixes ‘un’** means ‘not’. **‘ex’** means former. **Anti** means opposing | **Prefixes – ‘fore’**- before **‘post’** – after/later **‘pre’**- before **‘re’** - again | **Digraphs and trigraphs**ir, er, ur, or,ore,au,aw, augh, ough |
| Grammar/PunctuationFocusTeaching | **Year 5 Grammar** Commas for clarityModal verbsDialogue to convey a characterCorrect use of tenses including progressive and perfectApostrophes for possessionParenthesis – dashes, brackets, commas**Greater depth**Manipulate sentence types purposefully to engage the reader and create atmosphere Write effectively for a range of purposes and audiences, selecting the appropriate formEnhance meaning by selecting precise and effective vocabularyUse the full range of punctuation taught so far accurately  | **Genre Related Grammar - Narrative****Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance action)ProblemResolutionConclusion  |

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| Summer 1Text – Rainforest Warrior by Anita Ganeri (picture book) |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Extended WritingGenre | **Genre – persuasive letter to the estate owners** (workers rights, fair trade, right to an education | **Genre - Non-chronological report (rainforest)** |
| SpellingFocusTeaching | **Prefixes**Intermicro Auto sub | **Prefixes** underOut Oversuper | **Words ending (Y5)****ant, ance, ancy** **ent, ence, ency**For related words with ‘long a’ in the same place use ‘ant’  | **Words ending (Y5)****ent, ence, ency**Use -ent after soft c, soft g | Noun suffixes‘ness’-quality /state‘ment’-action/state‘ship’-state/condition |
| Grammar/PunctuationFocusTeaching | **Year 5 Grammar** Organisational features for non-narrative writingFronted adverbials and fronted subordinate clausesAdverbs and modal verbsRange of conjunctionsParenthesis**Greater depth**Write effectively for a range of purposes and audiences, selecting the appropriate formEnhance meaning by selecting precise and effective vocabularyUse full range of punctuation taught so far | **Genre Related Grammar – Persuasive letter****Language Features:**AddressesDateGreetingIntroductionMain bodyConclusionSignature**Structural Features:**Present tenseFirst personPersuasive devicesPersuasive openers | **Year 5 Grammar** Relative clauses for additional informationCommas to separate items in a listNon-chronological adverbials e.g. mostly, often, sometimes etcBrackets, dashes and commas to indicate parenthesis**Greater depth standard**Sentence types are manipulated to engage the readerConfident use of parenthesis to suit the purpose of the writing (commas, dashes, brackets)Expand noun phrases conveying complicated information with greater precision Making apt vocabulary choices to fit the purpose | **Genre Related Grammar – Non-chron** **Language Features:**Information in non-chronological orderFactual informationThird personPresent tense (sometimes past)Technical vocabulary**Structural Features:**HeadingSubheadingParagraphsBullet pointsDiagrams/photos with caption |

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| Summer 2Text – Children of Benin Kingdom by Dinah Orji |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Extended WritingGenre | **Genre – Narrative (alternate ending)** | **Genre – Persuasive letter to become a prefect** |
| SpellingFocusTeaching | **Adjective suffixes** **ful’**-full of**‘less’**-without | **Words ending –cious, tious, cial, tial** The ‘shus’ sound- spelt as ‘cious’ at the end of an adjective. ‘tious’ -few words. ‘shul’ sound: ‘tial’ is used after a consonant -‘cial’ is used after a vowel. | **Adverb suffixes** Adding ly to words correctly | **Word ending-ture, sure**  |
| Grammar/PunctuationFocusTeaching | **Year 5 Grammar** Commas for clarityModal verbsDialogue to convey a characterCorrect use of tenses including progressive and perfectApostrophes for possessionParenthesis – dashes, brackets, commas**Greater depth**Manipulate sentence types purposefully to engage the reader and create atmosphere Write effectively for a range of purposes and audiences, selecting the appropriate formEnhance meaning by selecting precise and effective vocabularyUse the full range of punctuation taught so far accurately  | **Genre Related Grammar - Narrative****Language Features:**Dialogue to advance the actionPast or present tenseFirst or third personExpanded noun phrasesAdverbs of time, place and mannerPrepositions**Structural Features:**TitleOpening (setting/character description)Build-up (dialogue to advance action)ProblemResolutionConclusion  | **Year 5 Grammar** Organisational features for non-narrative writingFronted adverbials and fronted subordinate clausesAdverbs and modal verbsRange of conjunctionsParenthesis**Greater depth**Write effectively for a range of purposes and audiences, selecting the appropriate formEnhance meaning by selecting precise and effective vocabularyUse full range of punctuation taught so far | **Genre Related Grammar – Persuasive letter****Language Features:**AddressesDateGreetingIntroductionMain bodyConclusionSignature**Structural Features:**Present tenseFirst personPersuasive devicesPersuasive openers |