Y5 English Long Term Plan 2022-23

Sitwell JUNIOR SCHOOL

Aut 1	Reading	Writing
	Reading text Types for Aut 1: **Fiction Text:** *The Curse of The Maya* **Non-Fiction Texts:** *Non-chronological reports, visual literacy, advertisements, fact files, biographies.*	**Writing Text Type for Aut 1:** **Non-Chronological report:** *a non chronological report on the Maya and Mayan Civilizations*
2 05/09/22		
3 12/09/22	• Retrieving, recording and presenting information from non-fiction • Providing reasoned justifications for their views	• In narratives, describing settings, characters and atmosphere • Assessing the effectiveness of their own and others' writing • Proofreading for spelling and punctuation errors
4 19/09/22	• Identifying how language contributes to meaning • Asking questions to improve their understanding	• Retrieving, recording and present information from non-fiction • Assessing the effectiveness of others' writing • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
5 26/09/22	• Reading books that are structured in different ways and reading for a range of purposes • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Using commas to clarify meaning or avoid ambiguity in writing • Using adverbials to convey complicated information concisely in non-fiction
6 03/10/22	• Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main idea.	• Using a wide range of devices to build cohesion within and across paragraphs • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Noting and developing initial ideas, drawing on reading and research where necessary
7 10/10/22	• Predicting what might happen from details stated and implied • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	• Noting and developing initial ideas, drawing on reading and research where necessary • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Précising longer passages whilst writing non-fiction texts
8 17/10/22	• Retrieving, recording and presenting information from non-fiction • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	• Précising longer passages whilst writing non-fiction texts • Assessing the effectiveness of their own and others' writing • Proofreading for spelling and punctuation errors

Aut 2	Reading	Writing
	Reading text Types for Aut 1: **Fiction Text:** *The Curse of The Maya* **Non-Fiction Texts:** Song lyrics, newspaper articles, *Non-chronological reports, visual literacy, advertisements, fact files, biographies.*	**Writing Text Type for Aut 2:** **Narrative:** *a third person adventure narrative set in the Mayan era.*
9 31/10/22	● Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Explaining and discussing our understanding of what we have read	● Assessing the effectiveness of their own and others' writing ● Proofreading for spelling and punctuation errors ● Writing varied sentences
10 07/11/22	● Drawing inferences from non-fiction with evidence ● Identifying how language, structure and presentation contribute to meaning	● Using expanded noun phrases to convey complicated information concisely ● Integrating dialogue to convey character and advance the action
11 14/11/22	● Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. ● discussing and evaluating how authors use language, including figurative language, considering the impact on the reader	● Using relative clauses beginning with who, which, where, when, whose or that ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
12 21/11/22	● Retrieving, recording and presenting information from non-fiction ● Predicting what might happen from details stated and implied	● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Using commas to clarify meaning or avoid ambiguity in writing
13 28/11/22	● Distinguishing between statements of fact and opinion ● Explaining and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	● Using commas to clarify meaning or avoid ambiguity in writing ● Using adverbials ● Selecting appropriate vocabulary, understanding how such choices can change and enhance meaning
14 05/12/22	● Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	● Noting and developing initial ideas, drawing on reading and research where necessary ● In narratives, describing settings, characters and atmosphere
15 13/12/21		

Spr 1	Reading	Writing
	Reading text Types for Spring 1: **Fiction Text:** *Treason - Berlie Doherty* **Non-Fiction Texts:** recounts, non-chronological reports, biographies, narratives, diaries, descriptions.	**Writing Text Type for Spring 1:** **Narrative:** *a first person diary entry.*
1 02/01/23	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Provide reasoned justifications for their views	• Retrieving, recording and presenting information from non-fiction • Assessing the effectiveness of others' writing • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
2 09/01/23	• Asking questions to improve their understanding • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely
3 16/01/23	• Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	• Using hyphens to avoid ambiguity • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using commas to clarify meaning or avoid ambiguity in writing
4 23/01/23	• Reading books that are structured in different ways and reading for a range of purposes • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Using a wide range of devices to build cohesion within and across paragraphs • Noting and developing initial ideas, drawing on reading and research where necessary
5 30/01/23	• Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main idea.	• Précising longer passages
6 06/02/23	• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	• Assessing the effectiveness of their own and others' writing

	Identifying how language, structure and presentation contribute to meaning	

Spr 2	**Reading text Types for Spring 2:** **Fiction Text:** *Treason - Berlie Doherty* **Non-Fiction Texts:** historical reports, recounts, non-chronological reports, biographies, narratives, diaries, descriptions.	**Writing Text Type for Spring 2:** **Narrative:** *a biography of Henry VIII*
7 20/2/23	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes	• Retrieving, recording and presenting information from non-fiction • Assessing the effectiveness of others' writing
8 27/02/23	• making comparisons within and across books • learning a wider range of poetry by heart	• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using a wide range of devices to build cohesion within and across paragraphs
9 06/03/23	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding	• 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
10 13/03/23	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied	• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Using modal verbs or adverbs to indicate degrees of possibility • Noting and developing initial ideas, drawing on reading and research where necessary
11 20/03/23	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction	Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
12 27/03/23	• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.	• 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

13 04/04/22		

Sum 1		
1 25/04/22		●
2 02/05/22	●	●
3 09/05/22		
4 16/05/22		●
5 23/05/22		

Sum 2		
6 06/06/22	●	●
7 13/06/22	●	●
8 20/06/22	●	●
9 27/06/22	●	●
10 04/07/22		●

11 11/07/22	●	
12 18/07/22		