

Literacy long term planning

Year 5

This is the updated long term planning which includes genres to be taught each half term to ensure that there is coverage for narrative, poetry and nonfiction. Links have been made to topics when possible. Units have also been moved around to enable progression in writing to be used for moderation throughout the year.

Year 5	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<i>Genre moderation focus</i>	<i>Narrative</i>	<i>Instructions</i>	<i>Non-chronological report</i>	<i>Persuasive text</i>	<i>Explanation text</i>	<i>Recount</i>
Narrative	Greek Myths Odysseus (CLPE) 4 weeks	Drama Shakespeare – Macbeth (CLPE) 4 weeks The Piano (VL) 2 weeks	Journey to the river sea (CLPE) 4 weeks	Kensuke's Kingdom (literacy shed +) 5 weeks (including poetry)	The London Eye Mystery (CLPE) 5 weeks	Modern Classic Fiction The Boy at the Back of the Class Recount in the form of a diary (TES) 5 weeks
Poetry	Classic poems The Highwayman (CLPE) 3 weeks					
Nonfiction		<i>Instructions</i> 1 week	Non-chronological report Based around the topic 2 weeks	Travel writing Linked to travel destinations for Kensuke's Kingdom 1 weeks	Nonfiction report Linked to science 1 weeks	Journalistic writing Linked to themes addressed The boy at the back of the class 2 weeks

Explore belonging to a group and right decisions with *The boy at the back of the class*,

Explore peer pressure with *The boy at the back of the class*

Explore true friendship with *The boy at the back of the class*

Explore positive mental health and exploring emotion with *The boy at the back of the class*

Curriculum Drivers:

These drivers should shape and lead our curriculum, we need to plan with them consistently and are at the core of our curriculum

We want our children to have enquiring, creative, independent minds	We want our children to be good communicators	We want our children to be good problem solvers	We want our children to have a healthy future
<p>To have enquiring, creative, independent minds we need:</p> <ul style="list-style-type: none">• Competitions• Explore• Research skills• Choices• Daily challenges• Reflective learning• Ask our own questions• make connections to ideas• encourage use of imagination• brainstorming	<p>To be good communicators we need:</p> <ul style="list-style-type: none">• Paired Talk• Debating• Presentations• Team Work• Letter Writing• BLOG/VLOG• Hot seating• Acting/Performing• Active and Attentive Listening• Learning Behaviours (DR)• ICT Literate	<p>To be good problem solvers we need:</p> <ul style="list-style-type: none">• Questioning• Experiments• Resilience• Real life problems• Discovery• To Find Solutions	<p>To have a healthy future we need:</p> <ul style="list-style-type: none">• First Aid• Cooking• Diet/Exercise• Recycle, Reuse, Reduce• Making correct choices• Campaigning• Emotional wellbeing• Open forums for discussions safety• Citizenship• Global Issues• Personnel responsibility

Literacy Medium Term Planning

Year 5

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Genre/Text	Outcomes	Assessment	National curriculum objective	Fundamental
Poetry The Highwayman	-character descriptions -diary entry -retelling from other point of view -Letter writing -Poetry -alterative ending told as prose -Information text writing -Note writing -Argument	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 precising longer passages 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 	<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>Identifies grammatical concepts in their own writing and books they are reading.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Greek Myths Odysseus	-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 	<p>Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1).</p> <p>Uses modal verbs or adverbs to indicate degrees of possibility.</p> <p>Ensures consistent use of tense throughout.</p> <p>Links ideas across paragraphs using adverbials of time (later), place (nearby) & number (secondly).</p> <p>Gives well-structured descriptions, explanations & narratives including expressing feelings</p>
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative The Piano	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 	<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</p>

			<p>for their own</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 Use a range of devices to build cohesion within and across paragraphs 	<p>plan own ideas.</p> <p>Creates atmosphere and integrates dialogue to convey character and advance action.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Narrative Macbeth (CLPE)	<p>Drawing and annotating</p> <ul style="list-style-type: none"> Note writing in role as character Text marking chronologically mapping Role play Character description List poetry Letter writing Log writing Newspaper reports Speeches 	<p>Blue paper – Narrative</p> <p>Yellow/pink paper – Narrative</p>	<ul style="list-style-type: none"> 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 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>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> <p>Creates atmosphere and integrates dialogue to convey character and advance action.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Instructions	<p>Exploring features of instructions</p> <p>Writing own set of instructions</p>	None	<ul style="list-style-type: none"> Evaluate the effectiveness of instruction examples and justify opinions Practices simplifying overcomplicated sentences in instructions to increase accuracy Write a set of extended instructions and test them out Use relative clauses to give extra information Link ideas across paragraphs using adverbials of time, place and manner Use parenthesis to give extra information 	<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> <p>Creates atmosphere and integrates dialogue to convey character and advance action.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Spring 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative	<p>Writing in role</p> <p>Visualisation</p>	Blue paper – newspaper	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused 	<p>Uses and understands suffixes –cious or –tious and suffixes –cial and –tial & uses and understands suffixes –ant, –ance or –ancy and</p>

Journey to the river sea	Discussion and debate Story mapping Shared writing Maia's photograph album Narrative writing in role Newspaper	Yellow/pink – newspaper	<ul style="list-style-type: none"> 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 proofread 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 	<p>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>Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing.</p> <p>Identifies audience and purpose using similar writing and research as models for their own.</p> <p>Gives well-structured descriptions, explanations & narratives including expressing feelings</p>
Non-fiction Non-chronological reports Linked to the ancient Greeks	Research Note taking	None	<ul style="list-style-type: none"> Use relative clauses to give extra information Link ideas across paragraphs using adverbials of time, place and manner Use adverbials and modal verbs to indicate a degree of possibility Use parenthesis to give extra information 	<p>Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1).</p> <p>Uses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity.</p> <p>Uses devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing.</p> <p>Uses a thesaurus to understand synonyms and antonyms & a dictionary for spellings & meanings.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention</p>

Spring 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Narrative Kensuke's Kingdom (including poetry)	Descriptive writing Diary Narrative retelling Understand structures of poetry (haiku, tanka) Write poems (haiku, tanka) Performance poetry Timeline of life Retelling in the 3 rd person	Blue paper – writing ending Yellow/pink paper – diary, letter and alternative ending	<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 Revising the use of pronoun and determiners; identify adverbs and conjunctions in writing; using appropriate devices to create cohesion within and 	<p>Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1).</p> <p>Uses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity.</p> <p>Uses devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing.</p> <p>Uses a thesaurus to understand synonyms and antonyms & a dictionary for spellings & meanings.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention</p>

			between paragraphs.	
Nonfiction Travel writing based on tropical locations – linked to Kensuke's Kingdom	Researching and note taking Drafting and editing Visual adverts Debating and persuasion Report	None	<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 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
Summer 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Nonfiction reports – linked to science	Explanation text writing	None	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form Note and develop initial ideas, drawing on reading 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 Proof-read for spelling and punctuation errors Assessing the effectiveness of their own and others writing 	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 audibly and fluently
Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Nonfiction Journalistic writing	Interviews Newspapers	None	<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 	Spells words with ei after c, -ough & words with silent letters. Creates atmosphere and integrates dialogue to convey character and advance action.

<p>Linked to narrative key text, refugees</p>			<ul style="list-style-type: none"> 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>Performs own compositions using appropriate intonation, volume & movement.</p>
<p>Narrative The boy at the back of the class</p>	<p>Recount persuasive letter narrative descriptive writing drama writing an information text newspaper report</p>	<p>Blue paper= Yellow/pink paper -</p>	<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>Spells >50/100 of the commonly misspelt words (Year 5/6 English appendix 1). <i>Uses brackets, dashes or commas to indicate parenthesis and uses commas to clarify meaning or avoid ambiguity.</i> <i>Uses devices to build cohesion within a paragraph (then, after that, this, firstly).</i> <i>Proof reads, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing.</i> <i>Uses a thesaurus to understand synonyms and antonyms & a dictionary for spellings & meanings.</i> <i>Listens & responds using appropriate register, asks & answers questions, maintains attention</i></p>