

English Long-Term Planning – Year 5

	Autumn term		Spring term		Summer term	
Book focus	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Other e.g. Picture book / play / short story
Suggested outcomes	<i>Wonder</i> R.J. Palacio	<i>Macbeth</i> William Shakespeare	<i>High-Rise Mystery</i> Sharna Jackson	<i>We're All Wonders</i> R.J. Palacio	<i>Beowulf</i> Michael Morpugo	<i>The Wolves in the Walls</i> Neil Gaiman
Narrative focus	Modern fiction (2 weeks)	Fiction from our literary heritage (2 weeks)	Suspense and mystery (4 weeks)		Traditional Tales - legends (quests) (4 weeks)	
Suggested outcomes	Focus on themes of heroism, loss and bravery within a sequence of narrative writing. PSHE link to learning to live with disability	Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version. E.g. Shakespeare focus	Develop skills of building up atmosphere in writing e.g. passages building up tension; show not tell. Focus on cliffhanger and ellipses ending. Focus on shared writing and redrafting. Children begin to work on writing in the style of a specific author. Link to High-Rise Mystery in book focus.		Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. Focus on engaging story openers and paragraph links. Link to visual literacy	
Non-fiction focus	Recount (3 weeks)	Explanation (3 weeks)	Persuasion (3 weeks)		Report (3 weeks)	Discussion (3 weeks)
Suggested outcomes	Compose a biographical account based on research. Focus on formality of text type an accurate use of paragraphs / topic sentences. Children should be using subordinate clauses to add detail	Full explanation text written about a chosen topic which should link to Science or current topic. Formal language with accurate punctuation.	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. GDS pupils to be given more challenging audience. Children could use colons for lists and bullet points. Semi-colons might be used to separate linked, independent clauses.		Write a report, in the form of an information leaflet, in which two or more subjects are compared. Link to Science, History or Geography if possible. F	Write up a balanced discussion presenting two sides of an argument, following a debate. Focus on oracy and use of contrasting/comparative conjunctions
Poetry	Structure – cinquains (1 week) Use figurative language: similes, metaphors, personification etc. Consider layout and presentation		Structure – Spoken word / rap (2 weeks) Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.		Oracy opportunities – rehearse poems learnt by heart (1 week) Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience	