



St Joseph's Catholic Primary English – English Long Term Plan - Year 5 2021 – 2022

	Autumn 1 – 8 weeks	Autumn 2 – 8 weeks	Spring 1 – 6 weeks	Spring 2 – 5 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
Key texts for reading and writing	'Henry's Freedom Box ' by Ellen Levine	Lost Book of Adventure by Teddy Keen	FARThER by Grahame Baker Smith	The Promise by Nicola Davies	The Errand by Leo LaFleur	King Kong by Anthony Browne
Writing Outcomes (fiction and non-fiction)	Diary and Biography Wider writing opportunities: Persuasive Article, Report, Article, Letter, Narrative	Survival Narrative and Explanation/Instructional Guide Wider writing opportunities: Poetry, Setting Description, Character Description, Formal Letter, News Paper Report, Non-chronological Report	Setting Description and Letters Wider writing opportunities: Non-chronological Report, Diary, Poetry, Manual	Characterisation & Newspaper Report Wider writing opportunities: Diary, formal and informal letters, poetry, biography, setting description, instructions, persuasive poster and TV broadcast.	Cliffhanger Narrative & Instruction Manual	Dilemma Narrative and Balanced Argument Wider writing opportunities: Poetry, Setting Description, Character Description, Formal Letter, News Article, Chronological Report
Poetry	'The owl and the pussycat' by Edward Lear 'Still I Rise' by Maya Angelou	'Twas the night before Christmas' by Clement Clarke Moore 'Firework night ' by Enid Blyton	Riddles Limericks Nonsense poetry	Spine poetry World poetry Day 2022 ' Names' by Brian Moses	British poet focus Robert Louis Stevenson 'From a railway carriage' Roald Dahl	'Between the Dog & The Wolf' by James Carter Native American poetry
Vocabulary, punctuation and grammar	Ready to Write Relative Clauses	Modal Verbs Adverbs	Parenthesis Expanded noun phrases	Tenses	Commas Cohesion	Cohesion Prefixes Suffixes

Spelling	<p>Words ending in ‘-ious.’ Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.</p> <p>Challenge Words</p>	<p>Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably</p> <p>Challenge Words</p>	<p>Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. Words with ‘silent’ letters at the start. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Challenge Words</p>	<p>Words spelled with ‘ie’ after c. Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. Words containing the letter string ‘ough’ where the sound is /aw/. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. Adverbs of possibility. These words show the possibility that something has of occurring.</p> <p>Challenge Words</p>	<p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>Challenge Words.</p> <p>Revision: Year 5 words.</p>
Statutory spelling list	<p>Challenge words</p> <p>(Yr5/6 statutory spellings)</p>	<p>Challenge words</p> <p>(Yr5/6 statutory spellings)</p>	<p>Challenge words</p> <p>(Yr5/6 statutory spellings)</p>	<p>Challenge words</p> <p>(Yr5/6 statutory spellings)</p>	<p>Challenge words</p> <p>(Yr5/6 statutory spellings)</p>	<p>Challenge words</p> <p>(Yr5/6 statutory spellings)</p>
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <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 ○ choosing the writing implement that is best suited for a task 					
Spoken Language opportunities	<p>Class mass performance</p> <p>Discussion and debates</p> <p>PPT presentations</p> <p>Mock interviews</p> <p>Hot seating</p>	<p>Christmas carol service</p> <p>reading</p> <p>Indigenous language, Quechua</p> <p>Drama</p> <p>Role play</p>	<p>Interviews of Head/Priests</p> <p>Drama/Role play</p> <p>Liaison with Danish school</p> <p>Act out playscripts</p>	<p>Performance of poetry</p> <p>Filming/performing visitor information films</p> <p>Environmental speeches</p> <p>Interview professionals</p>	<p>Playscripts</p> <p>Debate</p> <p>Discussion</p> <p>Zoom meetings with local MP</p> <p>Hot seating</p>	<p>Tourism film making</p> <p>Video calls to professional artists</p> <p>Interviews with American national</p>

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