



St. John's English Long Term Plan: Year 5

Refer to the 'Genre Progression of Knowledge' document for additional detail regarding the genre and required prior learning knowledge.

Year	Autumn 1 Mountains	Autumn 2 Indus Valley	Spring 1 Volcanoes & Earthquakes	Spring 2 Ancient Greece	Summer 1 Europe	Summer 2 The Blitz
5 Non-Fiction		Recounts: Journalistic Writing.	Developed Explanation Text.	Developed Persuasive Text	Reports: Autobiography.	Advanced Discussion Text.
Reading		<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction identify how language, structure and presentation contribute to meaning explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views 				
Purpose		Writing to Inform	Writing to Inform	Writing to Persuade	Writing to Inform	Writing to Discuss
		<ul style="list-style-type: none"> focusing on journalistic vocab and sentence structures cohesion through choice of techniques within and across paragraphs structural features included in newsreader script / newspaper use of the past perfect modal verbs can be used to indicate degrees of possibility 	<ul style="list-style-type: none"> indicate degrees of possibility using adverbs and modal verbs layout devices to provide additional information and guide the reader cohesion within paragraphs using adverbials relative clauses used to add further information parenthesis to add to the clarification of technical words 	<ul style="list-style-type: none"> evaluating the contrast between formal and informal persuasive texts cohesion through choice of techniques expanded noun phrases persuasive writing features (e.g. DAFOREST) modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity 	<ul style="list-style-type: none"> cohesion through a variety of devices within and across paragraphs relative clauses with commas and brackets to add information structured paragraphs linked with adverbials indicate degrees of possibility using modal verbs and adverbs 	<ul style="list-style-type: none"> cohesion within paragraphs using adverbials layout devices to provide additional information and guide the reader modal verbs to indicate degrees of possibility
5 Poetry	Senryus				Performance Poetry	
Reading	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and 				<ul style="list-style-type: none"> learning a wider range of poetry by heart 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				plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
	<ul style="list-style-type: none"> • structure is identical to that of a haiku • lines start with a capital letter • lines end with appropriate punctuation • differ from haikus in their subject: senryus are about human nature or emotions • subject can be serious or cynical 					
5 Fiction Developed narrative - focus on cohesion.	Genre: Adventure story / Warning Tale Model text: See IPEEL / The Caravan			Genre: Myths & Legends Defeating a Monster Tale Model Text: Theseus and The Minotaur		Genre: First person narrative - diary entry / letter or Tale of Fear Model Text: Letters from the Lighthouse
Reading	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • participate in discussions about books, building on their own and others' ideas and challenging views courteously 					
Purpose	Writing to Entertain			Writing to Entertain		Writing to Entertain
Text Structure	As Year 4, plus: <ul style="list-style-type: none"> • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, 			As Year 4, plus: <ul style="list-style-type: none"> • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition 		As Year 4, plus: <ul style="list-style-type: none"> • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition

	precise nouns, expressive verbs and figurative language			<ul style="list-style-type: none"> descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 		<ul style="list-style-type: none"> descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language
Writer Knowledge Stories (inc. retelling); character descriptions; setting descriptions	<ul style="list-style-type: none"> cohesion through a variety of devices links within and between paragraphs with adverbials past perfect tense to link events action, dialogue and description used to move events forward relative clauses with commas and dashes used for additional detail including omitted relative pronouns modal verbs to suggest degrees of possibility adverbs of possibility 			<ul style="list-style-type: none"> cohesion through a variety of devices links within and between paragraphs with adverbials past perfect tense to link events action, dialogue and description used to move events forward relative clauses with commas and dashes used for additional detail including omitted relative pronouns modal verbs to suggest degrees of possibility adverbs of possibility 		<ul style="list-style-type: none"> cohesion through a variety of devices links within and between paragraphs with adverbials past perfect tense to link events action, dialogue and description used to move events forward relative clauses with commas and dashes used for additional detail including omitted relative pronouns modal verbs to suggest degrees of possibility adverbs of possibility
Spelling *Statutory spelling list taught throughout	<ul style="list-style-type: none"> words with the letter string 'ough' silent Letters suffix or word ending 'able' suffix or word ending 'ible' homophones 	<ul style="list-style-type: none"> rules for plurals rules for plurals (with exceptions) apostrophe for contraction and possession use of hyphen derivations and spelling patterns using a dictionary 	<ul style="list-style-type: none"> apostrophe for possession & rare GPC's words ending 'ably' words ending 'ibly' words ending 'ably' and 'ibly' homophones spellings for everyday etymology 	<ul style="list-style-type: none"> building words from root words building words from root words homophones 'ei' and 'ie' words 'ei' and 'ie' words 	<ul style="list-style-type: none"> silent letters revision silent letters revision homophones revision homophones revision 	<ul style="list-style-type: none"> problem suffixes '-ous', '-ing', '-ed', '-es' or '-ies') words with the /e/ sound spelt 'ei' or 'eigh' words with the long /e/ spelt 'ei' after 'c' homophones and near homophones

Handwriting	<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
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity