



Year 5

English Long-Term Plan

2024 – 2025

Year 5: Book List

| Book: | Book: | Book: | Poetry Book List: |
|---|---|--|--|
| Skellig 490 | Oranges in No Man's Land (Elizabeth Laird) 690 | Mic drop: A high rise mystery (Sharna Jackson) | <p><u>Focus Poet – Joseph Coelho</u> <u>Focus Poetry Style – Cinquain</u></p> <p>If All the World Were Paper – Joseph Coelho (Various Joseph Coelho poems/books) The Rainforest Grew All Around – Susan K Mitchell Shimbleshanks the Railway Cat – T.S. Elliott Junk- the Story of Jasper O'Leary -Kirk Hendry (also on Literacy Shed and Youtube)</p> <p>Jabberwocky – Lewis Carroll (Classic) The Tyger – William Blake (Classic)</p> <p><u>Cinquain</u> November Night- Adelaide Crapsey Snow – Adelaide Crapsey Winter – Adelaide Crapsey Blackbird – John Foster At the Gate – John Foster The Wood in late Autumn – John Foster Mirror – John Foster How to Write Cinquains? – John Foster</p> <p><u>Performance Poetry</u> Give and Take – Roger Mc Gough Conversation Piece – Gareth Owen Football Mad – Benjamin Zephaniah Rum Tum Tiger – T.S Eliot</p> |
| The House with Chicken Legs 770 | Scribbleboy | Percy Jackson and the Lightning Thief 680 | |
| Room 13 | The Explorer 600 | The Train to Impossible Places | |
| The Haunting of Aveline Jones 840 | The Goldfish Boy 750 | I was a rat!: Or, the Scarlet Slippers (Philip Pullman) 720 | |
| The Boy who Met a Whale (Nizrana Farook) | The Boy at the Back of the Class 940 | Clockwork | |
| Onyeka | The Journey 810 | The White Giraffe 920 | |
| The last bear Hannah Gold | Artemis Fowl 600 | | |
| Tom's midnight garden 860 | The London Eye mystery 640 | The Wolves of Willoughby Chase | |
| The wreck of the Zanzibar (Michael Morpurgo) 680 | Heidi 870 | The Boy Who Saved a Bear | |
| The Lost Whale | Swallows and Amazons 800 | Brightstorm | |
| Stormbreaker | After Tomorrow | The Rescue of Ravenwood | |
| The ghost of Thomas Kempe | Grandpa Chatterji 750 | Percy Jackson and the Lightning Thief | |
| Why the whales came | Dial a ghost | Ella on the Outside | |

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|---------------------------------------|--|-----------------------------|--|
| Caged Bird (Maya Angelou) 1010 | The Indian in the cupboard 780 | The Song Walker | |
| | 5 children and It 900-999 | Always Clementine | |
| Night Mail (W H Auden) | | Arctic Star | |
| The Nowhere Emporium | There's a boy in the girl's bathroom 490 | A Different Kind of Freedom | |
| Wonder | Raspberries on the Yangtzee | Varmints | |
| Classic | Culturally Diverse / Inclusive | Poetry; Rhyme | |

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| Au #1 | | | | | | |
| | Communication Unit: Mission Control | | | | Unit: British Bulldog | |
| Au #2 | | | | | Christmas Week | |
| | Competency | NC Essentials: In Your Element | | Competency Unit: The Rescuers | | |
| Sp #1 | Narrative about the Nowhere Emporium | | Report: Non-chron report about Sydney | | Poetry: Cinquain | |
| | Culture Unit: Cosmopolitan | | | | | |
| Sp #2 | Recount (diary) on character from Nowhere Emporium Letter to a local zoo asking about how they care for animals. | Explanation: Circulatory system How does exercise affect the body | | | | |
| | NC Essentials: Go With the Flow | NC Essentials: Been Around the World | | | | |
| Su #1 | Report: All about space | Play: Romans | Persuasion: Let us go to space persuasion | | | |
| | Conflict Unit: You're Not Invited | | | | | |
| Su #2 | Poetry: Performance Poetry | Discussion (balanced argument) pollution. | Report: Newspaper report oil spill disaster or Letter: To CEO of an aeroplane/car company to explain the cause and effect of air pollution | | Transition Week | |
| | Conservation Unit: Global Warning | | | | | |

Year Five Writing Focus:

- Stories from other cultures
- Significant authors
- Stories which raise issues/dilemmas
- Culturally diverse texts
- Traditional Stories
- Historical settings
- Classics/older literature
- Film narratives
- Poetry: Joseph Coelho

Fiction:

- Narrative
- Descriptions: character, setting, atmosphere
- Recount (diary)
- Letter
- Play

Non-Fiction:

- Recount/report (non-chron, newspaper report)
- Persuasive
- Explanation
- Discussion (balanced argument)

Poetry:

- Performance poetry
- Cinquain

Year 5: Grammar, Punctuation and Vocabulary

| Year 6 Test Content Domain | Language Structure | Standard English | Vocabulary / Language Structure | Punctuation | Subordinate Clause Word List |
|----------------------------|--|---|---|--|---|
| Aspect covered in Year 5 | Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinate connectives | Tense agreement Subject-verb agreement Double negative Use of I and me Contractions | Word meaning Vocabulary content Concision and precision in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural | Capital letters Full stops Question marks Exclamation mark Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Ellipses Colons Semi-colons | because after before as when as soon as if although once since until wherever whenever while whilst unless |

| Word Structure | Sentence Structure | Text Structure | Punctuation | Vocabulary for pupils |
|--|---|---|---|--|
| Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

Year 5: Handwriting and Presentation

Handwriting: To be modelled under visualiser and practised three times a week.

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|-------------|--------------------------|--------------------------|--------------------------|---------------------------------|---|
| 1. i l t j | 7. s f x z | 13. ck cy ec vc du dg | 19. om im mf ms ng nt | 25. wg we ow ew ex ix | 31. ist ast iar ory ous |
| 2. h n m | 8. A B C D E F | 14. en ef me te fr fo | 20. un wn or od vo ho | 26. xh xe vy cy oz ez | 32. ence ance ete ury ary |
| 3. b p k r | 9. G H I J K L | 15. if af ng og hs hu | 21. op rp qu nq oq rl | 27. tch igh ough ime ise ice | 33. environment government sincerely |
| 4. c o a d | 10. M N O P Q R S | 16. lh chi b ip kl vi | 22. rs vr tr vs fs ns | 28. ear ive lie eve cle | 34. immediately equipment frequently |
| 5. g q e le | 11. T U V W X Y Z | 17. ej nj ky kl mk ok | 23. tl ty ut ot ug uz | 29. ild der dar dle tle dis | 35. disastrous determined exercise |
| 6. v w u y | 12. ac aw da oa ib ob | 18. ll lw cl al mb mp | 24. du fu va ve ov iv | 30. ere gth nge augh ute est | 36. interrupt excitement explanation |

During the remaining weeks at the end of the year, please focus your handwriting lessons on the common errors for your class and consolidation/revision of previously taught joins where necessary.

Year 5: Spellings

- ▶ Statutory word lists as part of daily retrieval
- ▶ Yearly spelling objectives (Spelling Shed)
- ▶ Weekly spelling rule introduced and displayed on English working wall with a selection of words which follow the rule
- ▶ Games/ activities to embed
- ▶ Retrieval practice daily
- ▶ Expectations in writing across the curriculum – children underline (with a ruler) any weekly spellings or statutory words used independently in end of unit piece of writing
- ▶ Mis-spelt words on working wall (spelling jail) from marking and feedback – address misconceptions and give strategies for children to use to remember the correct spelling
- ▶ Spelling mats used in all relevant lessons – not just English (Twinkl/Spelling Shed)
- ▶ Soft-testing of the rule each week including words which fit the rule but haven't been given

Year 5: Spelling Rules: Must be taught and soft-tested weekly

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| <p>Week 1: Words ending in '-tious' and '-ious' ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious</p> | <p>Week 7: Words ending in '-ant' abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant</p> | <p>Week 13: Words ending in '-able', where the 'e' from the root word remains agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable</p> | <p>Week 19: Words with 'ie' after 'c' society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient</p> | <p>Week 25: Words that are homophones or near homophones advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</p> | <p>Week 31: Words with hyphens co-author, co-operate, co-ordinate, co-own, re1educate, re-energise, re-enter, re1evaluate, re-examine, re-explain</p> |
| <p>Week 2: Words ending in '-cious' atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious</p> | <p>Week 8: Words ending in '-ance' and '-ancy' abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy</p> | <p>Week 14: Words that are adverbs of time afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday</p> | <p>Week 20: Words where 'ei' can make an /ee/ sound caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize</p> | <p>Week 26: Words that are homophones aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</p> | <p>Week 32: Challenge Words afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate</p> |
| <p>Week 3: Words ending in '-cial' artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special</p> | <p>Week 9: Words ending in '-ent' and '-ence' competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent</p> | <p>Week 15: Words with suffixes where the base word ends in '-fer' conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring</p> | <p>Week 21: Words where 'ough' makes an /or/ sound afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought</p> | <p>Week 27: Words that are homophones bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past</p> | <p>Week 33: Revision words accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though</p> |
| <p>Week 4: Words ending in '-tial' circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential</p> | <p>Week 10: Words ending in '-able' and '-ible' comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable</p> | <p>Week 16: Words with 'silent' first letters knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer</p> | <p>Week 22: Words containing 'ough' although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen</p> | <p>Week 28: Words that are homophones or near homophones cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary</p> | <p>Week 34: Revision words conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable</p> |

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| <p>Week 5: Words ending in ‘-cial’ and ‘-tial’ commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial</p> | <p>Week 11: Words ending in ‘-ably’ and ‘-ibly’ comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly</p> | <p>Week 17: Words with ‘silent’ letters ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle</p> | <p>Week 23: Adverbs of possibility and frequency certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely</p> | <p>Week 29: Words that are homophones or near homophones affect, effect, dessert, desert, draft, draught, precede, proceed, who’s, whose</p> | <p>Week 35: Revision words ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer</p> |
| <p>Week 6: Challenge Words appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable</p> | <p>Week 12: Challenge Words accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth</p> | <p>Week 18: Challenge Words ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht</p> | <p>Week 24: Challenge Words accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p> | <p>Week 30: Challenge Words achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system</p> | <p>Week 36: Revision words aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary</p> |