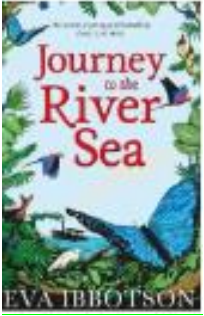



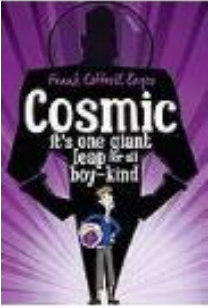

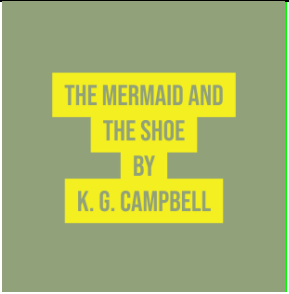



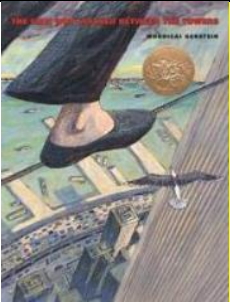



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Year 5	Autumn Term		Spring Term		Summer Term	
<b>Reading</b>	Fiction- Non-fiction (Waterfalls)	Non-Fiction (Ancient Greece)  Fiction	Non-fiction Fiction	Non-fiction  Play extracts  Narrative Poetry – If by Rudyard Kipling	Science Fiction	Non-fiction <b>Historical Fiction</b> Narrative Poetry- The Highwayman by Alfred Noyes & Highway Rat alternative version
<b>Main Text(s)</b>  (plus a daily selection from Poetry spine & Reading spine)			  (not Topic related)			
<b>Vipers Text(s)</b>						
<b>Writing</b>	<ul style="list-style-type: none"> <li>Poetry – Imagery</li> <li>Persuasive Writing</li> <li>Setting Description</li> </ul>	<p>***Follow who let the gods out on Lit Shed &amp; Teaching Sparks</p> <ul style="list-style-type: none"> <li>CV – Zeus/Hercules (see Lit Shed)</li> <li>Explanation of Parthenon/Gods &amp; Goddesses</li> </ul> <p>Information Leaflet (persuasive)</p>	<p>***Follow unit on Lit Shed for Barnabus.</p> <ul style="list-style-type: none"> <li>Non Chronological Report</li> <li>Narrative</li> <li>Letter</li> </ul> <p>Compose own poem</p>	<ul style="list-style-type: none"> <li>Recount – Diary Entry</li> <li>Biography</li> </ul> <p>Explanation text</p>	<ul style="list-style-type: none"> <li>Stories with science fiction/fantasy - alien encounter</li> <li>Autobiography/Biography</li> </ul> <p>Recount – 1<sup>st</sup> trip to space</p>	<ul style="list-style-type: none"> <li>The Highway Man - Performance Poem / Compare to Highway Rat by Julia Donaldson</li> <li>Interview with Dr Barnardo – Live news report</li> <li>Adventure Story – Jim &amp; Carrots alternative ending</li> </ul>

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<p><b>GPS Year 5</b></p>	<p><b>Consolidation/non-negotiables: -</b>                  Correct punctuation – sentences, ABC . , ! ? “ ”                  commas in lists, proper nouns, speech, apostrophes                  Expanded noun phrase with precis phrases                  Fronted adverbials                  Subject/tense/verb agreement - Tenses past, present                  Correct use of pronouns                  Adverbs, prepositions and wide range of conjunctions used correctly                  Articles and determiners</p>	<p><b>New Learning: -</b>                  Relative clauses (who, which, where, when, whose)                  modal verbs (might, should, will, must)                  across paragraphs                  settings, character, atmosphere and dialogue                  Speech (punctuated correctly)                      Uses headings, columns, bullet points and underlining                  brackets, dashes, commas to indicate parenthesis                  Adverbs of possibility (perhaps)                  Adverbials of time (later, nearby, secondly) – to link ideas</p>			
<p><b>Handwriting</b></p>	<p>Writes legibly, fluently and with increasing speed. Chooses the writing implement best suited to task. Chooses the right style for the purpose.</p>				
<p><b>Dictations</b></p>					
<p><b>Re-read and proof-read</b></p>	<p>Identifies audience and purpose, selecting appropriate form. Notes and develops ideas, drawing on reading and research. Build cohesion within and across paragraphs.  <b>Proof reads for spelling and punctuation errors.</b></p>				
<p><b>Cross-curricular opportunities</b></p>					
<p><b>Word list</b></p>	<p><b>YEAR 1 COMMON EXCEPTION WORDS</b>                  the a do to today of said says are were was is his has I you                  your they be he me she we no go so by my here there where                  love come some one once ask friend school put push pull full                  house our</p>		<p><b>YEAR 2 COMMON EXCEPTION WORDS</b>                  door floor poor because find kind mind behind climb child                  children wild most only both old cold gold hold told clothes every                  everybody hour even any many great break steak pretty beautiful                  after fast last past father class grass pass plant path bath busy                  move prove improve sure sugar could should would eye people water                  who whole again half money parents Mr Mrs Christmas</p>		
<p><b>Word list</b></p>	<p><b>YEAR 3/4 WORDS</b>                  accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century                  certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience                  experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase                  important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often                  opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter                  question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although                  thought through various weight woman/women</p>				
<p><b>Word list</b></p>	<p><b>YEAR 5/6 WORDS</b>                  accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain                  bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise                  (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially                  exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly)                  individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur                  opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant</p>				

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restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
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**Statutory National Curriculum requirements – Year 5 and Year 6**

**Reading:**

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
- Include myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Learn a wider range of poetry by heart
- Prepare poems to read aloud
- Read books that are structured in different ways and reading for a range of purposes

**Writing:**

- Identify audience and purpose
- Note and develop ideas, drawing on reading and research
- In own writing, consider how authors have developed characters and settings
- Describe characters, settings and atmosphere in narratives and integrate dialogue
- Use further organisational devices to structure and guide the reader eg headings and sub-headings, bullet points, underlining
- Assess effectiveness of own and others' writing, propose changes
- Proof-read for spelling and punctuation errors

## Fishburn Primary School Long Term English Plan – Year 5