
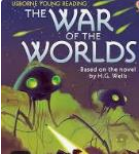
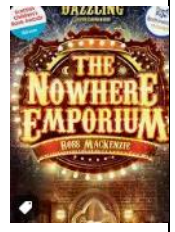


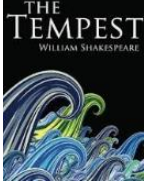

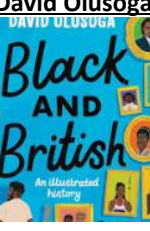
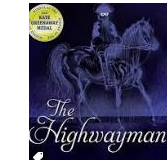
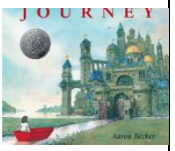
# LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 5



| Term    | Autumn   |   |  | Spring  |  |   | Summer   |   |  |
|---------|--|---|--|---|--|---|--|---|--|
|         | Text Driver  | Writing outcome   | Key Skills   | Text Driver   | Writing outcome  | Key Skills  | Text Driver  | Writing outcome   | Key Skills   |
| Writing | <p><b>Skellig</b><br/>David Almond</p>  | <p><b>Setting and Character description</b></p> <p>Creating a micro to macro description of a setting and meeting a character</p> | <p>Plan a piece of writing by considering how to develop a character and setting ( year 5)</p> <p>Using expanded noun phrases to convey complicated information concisely (year 5)</p> <p>Use a wide range of clause structures (year 5)</p> <p>Use inverted commas and other punctuation for speech (year 4)</p> <p>Proof-read for errors ( year 5)</p> | <p><b>War of the worlds</b><br/>H G Wells</p>  | <p><b>Newspaper Report</b><br/>Reporting on the arrival of the space craft</p> <p><b>Letter home</b><br/>Letter home when trapped in the house – emotive language</p> <p><b>Inventing and detailed labels of a tripod</b><br/>Create a tripod and label with in depth labels</p> | <p>To plan their writing by identifying the audience and selecting the appropriate register (year 5)</p> <p>Relative clauses used within a sentence (year 5)</p> <p>Model Verbs (year 5)</p> <p>Use a wide range of clause structures, sometimes carrying their position within a sentence. (year 5)</p> <p>Viewpoint is consistently maintained (year 5)</p> <p>Convert nouns into verbs using ise ate or ify (year 5)</p> <p>Linking ideas across paragraphs. (Year 5)</p> <p>Use of expanded noun phrase to convey complicated information concisely (year 5)</p> <p>Language choice to convey the specific (year 3)</p> <p>Brackets, dashes and commas to indicate parenthesis (year 5)</p> | <p><b>Nowhere Emporium</b><br/>Ross McKenzie</p>  | <p><b>Setting description</b><br/>Create a setting description of an imaginary place.</p> | <p>Use commas to clarify meaning or avoid ambiguity (Year 5)</p> <p>Use expanded noun phrases to convey complicated information concisely (year 5)</p> <p>Link ideas across paragraphs using adverbials of time, place and manor (year 5)</p> <p>Ensure that subject and verb agreement when using singular and plural. (Year 5)</p> |

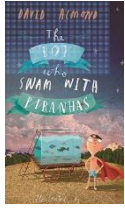


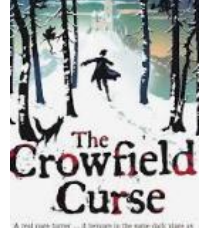

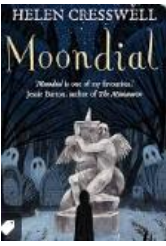
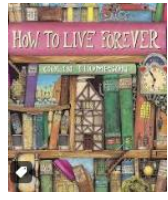

# LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 5



|   |  |   |   |   |  |  |  |  |
|---|--|---|---|---|--|--|--|--|
| <p><b>The Tempest</b></p> <p><b>William Shakespeare</b></p>                                  | <p><b>Storm Narrative</b></p> <p>A setting description with the build up to a big storm and an ending of shipwreck.</p> <p><b>Diary</b><br/>Thoughts of a character that is stuck on an Island</p> | <p>Express time using conjunctions, adverbs and prepositions (year 3)</p> <p>Use paragraphs to organise themes (Year 4)</p> <p>Use dialogue to convey a character and to advance the action (year 5)</p> <p>Use noun phrases to expand the noun (year 4)</p> <p>Ensure the consistent and correct use of tense throughout the piece ( Year 5)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion (year 4)</p> <p>Use of the appropriate register including colloquial language within dialogue (year 5)</p> <p>Fronted adverbials with correct punctuation (year 4)</p> | <p><b>Aladdin Video</b></p>                  | <p><b>Setting description chase scene</b></p> <p>A setting description with a change of atmosphere and a chase scene through a market.</p>  | <p>Use of commas to clarify meaning (year 5)</p> <p>Relative clauses beginning with who, which, where, when, whose pronouns ( year 5)</p> <p>Use inverted commas and other punctuation to indicate direct speech (year 4)</p> <p>Use dialogue to convey a character and to advance the action (year 5)</p> <p>Variety of sentences to create atmosphere ( year 5)</p> <p>Proof read for errors ( year 5)</p> | <p><b>Variety of discussion text based on PDL subjects</b></p>   | <p><b>Discussion text</b></p> <p>Subject for discussion will include, vaping, mobile phones etc.</p> | <p>Indicating degrees of possibility ( Year 5)</p> <p>Relative Clauses (year 5)</p> <p>Use of an appropriate register ( Year 5)</p> <p>Devices to build cohesion within and across paragraphs ( Year 5)</p>  |
| <p><b>Black and British</b></p> <p><b>David Olusoga</b></p>  <p><b>Capital culture</b></p> | <p><b>Letter from a black sailor on the Mary Rose</b></p> <p>Letter from the Mary Rose to home from the viewpoint of a black sailor.</p>   | <p>Brackets, dashes and commas to indicate parenthesis (year 5)</p> <p>Use expanded noun phrases to convey complicated information (year 5)</p> <p>Use a wide range of clauses, sometimes varying their position within a sentence (year 5)</p> <p>To understand the layout and organisation structure ( year 5)</p>  | <p><b>The Highwayman Alfred Noyes</b></p>  | <p><b>Monologue</b></p> <p>Voice of a character and their thoughts about an event to come.</p> <p><b>Different viewpoint monologue</b></p> <p>A different viewpoint of the event. Expressing different ideas.</p> | <p><b>Key focus for both piece of writing</b></p> <p>Use of an appropriate register (year 5)</p> <p>Wide range of sentence types (year 5)</p> <p>Wide range of punctuation for parenthesis (Year 5)</p> <p>Use of model verbs (year 5)</p> <p>Use of relative pronouns (year 5)</p>  | <p><b>The Journey Aaron Becker</b></p>  | <p><b>Poetry Unit</b></p> <p>Creating a narrative poem from the pictures within the book</p>         | <p>Expanded noun phrases (year 5)</p> <p>Indicating degrees of possibility (year 5)</p> <p>Use commas to clarify meaning (Year 5)</p> <p>Use a wide range of clauses (Year 5)</p> <p>Linking ideas across paragraphs (year 5)</p>  |
| <p><b>Tudors History information</b></p>  | <p><b>A Tudor information text</b></p> <p>Creation of an information text that is based on information texts that the children have experienced.</p>   | <p>Linking across paragraphs (year 5)</p> <p>Purposely change vocabulary, punctuation to enhance effects and clarify meaning. (year 5)</p> <p>Use of the appropriate register and tense throughout the writing (year 5)</p> <p>Assess the effectiveness of their own and others writing proposing changes to vocabulary, grammar and punctuation (year 5)</p>   |   |   |  |  | <p><b>Life cycle text ( TBC)</b></p> <p>Explanation</p>  | <p>Linking across paragraphs (year 5)</p> <p>Purposely change vocabulary, punctuation to enhance effects and clarify meaning. (year 5)</p> <p>Use of the appropriate register (year 5)</p> <p>Assess the effectiveness of their own and others writing proposing changes to vocabulary, grammar and punctuation (year 5)</p> |



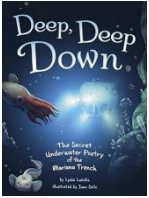
# LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 5



|                | Guided reading Text Autumn term  | Key Skills  | Guided Reading Text Spring term   | Key Skills   | Guided Reading text Summer Term  | Key skills   |
|----------------|--|---|---|--|--|--|
| Guided Reading | <p><b>David Almond</b><br/><b>The boy who swam with piranhas</b></p>  | <p><u>Reading Focus</u></p> <p>To ask questions and discuss with others about an author's work.</p> <p>To make comparisons between two books</p> <p>To discuss the author's viewpoint</p>         | <p><b>Boom</b><br/><b>Mark Haddon</b></p>                      | <p><u>Reading focus</u></p> <p>Notice the main points of a paragraph and discuss them</p> <p>Justify opinions using evidence from the text</p> <p>Make inferences relating to character's motives, justifying these with evidence from the text.</p> | <p><b>My name is Sunshine Simpson</b><br/><b>GM Linton</b></p>  | <p><u>Reading Focus</u></p> <p>Discuss the characters in the text and their motives.</p> <p>Share the children's thoughts about the text and characters</p> <p>Summarise what is happening in the story over a few paragraphs.</p>                 |
|                | <p><b>Crowfield Curse</b><br/><b>Pat Walsh</b></p>                  | <p><u>Reading Focus</u></p> <p>What are the character's motives?</p> <p>Ask question to clarify understanding of a text</p> <p>To record key details</p>  | <p><b>Tower to the sun</b><br/><b>Colin Thompson</b></p>     | <p><u>Reading Focus</u></p> <p>Summarise the key events in the narrative</p> <p>Express personal opinion about the text</p> <p>Class discussion about the points raised in the text</p>  | <p><b>After the fall</b><br/><b>Dan Santat</b></p>            | <p><u>Reading Focus</u></p> <p>Make inferences relating to the character's motives and justifications</p> <p>Record the inferences by quoting from the text.</p> <p>Children to ask each other questions to build understanding of the text.</p>   |
|                | <p><b>Moondial</b><br/><b>Helen Crosswell</b></p>                   | <p><u>Reading Focus</u></p> <p>Discuss how an author has created an atmosphere</p> <p>Children to express an opinion about a text</p> <p>Explain who they would recommend the text to and why</p> | <p><b>How to live forever</b><br/><b>Colin Thompson</b></p>  | <p><u>Reading Focus</u></p> <p>Make comparisons to the previous book</p> <p>Discuss how the picture and text work together.</p> <p>What can you understand about the author from the texts.</p>  | <p><b>Cloudbursting</b><br/><b>Malorie Blackman</b></p>       | <p><u>Reading Focus</u></p> <p>Record evidence for inferences made, quoting from the text.</p> <p>Summarise the key details/ events from the piece of text.</p> <p>Draw comparisons between this story and others that the children have read.</p> |

# LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 5



|  |  |   |  |   |   |  |
|--|--|---|--|---|---|--|
|  | <p><u>Mexico Information text</u></p>  | <p><u>Reading Focus</u></p> <p>Skim read the text to get the gist<br/>Discuss with another pupil about the key ideas<br/>Suggest meanings for unfamiliar words</p>  | <p><u>Tin</u><br/><u>Padraig Kenny</u></p>    | <p><u>Reading Focus</u></p> <p>Summarise the key events<br/>Discuss any similar author/ story that they might know.<br/>Recommend the text – who would it suit?</p>   | <p><u>The final year</u><br/><u>Matt Goodfellow</u></p>    | <p><u>Reading Focus</u></p> <p>Make links between Pervious reading and the text.<br/>Articulate a personal response about the text<br/>Share personal response with others.</p>    |
|  | <p><u>Deep , Deep Down:</u><br/><u>The secret underwater poetry of the Mariana Trench</u><br/><u>Lydia lukidis and Juan Calle Velez</u></p>    | <p><u>Reading Focus</u></p> <p>Ask questions to clarify understanding at the point of reading<br/>Discuss the language within the text and how it creates imagery<br/>Discuss what statement of fact and opinion can reveal about an author’s view.</p>   |  |   |   |  |
| <p><b>Spelling</b><br/>No Nonsense planning with links to the spelling frame rules</p> | <p>All using year 5/6 spelling frame</p> <p><b>Spelling rule 46</b> - ough words</p> <p><b>Spelling rule 47</b>- Silent letters</p> <p><b>Spelling rule 41</b> - able and ible</p> <p><b>Spelling rule 48</b>- Homophones</p> <p>Using a dictionary</p> <p>Proof reading</p> | <p><b>Spelling rule 11 (y2)</b> -S, es and ies (plurals)</p> <p><b>Spelling rule 25(y2)</b> -Contractions and omissions</p> <p><b>Spelling rule 6(y3/4)</b>- Prefixes de, mis over and re</p> <p><b>Spelling rule 44(y5/6)</b>- Hyphen words<br/>Root words</p> <p><b>Spelling rule 54(y5/6)</b> - Year 5/6 list (aw- cont)</p> | <p><b>Spelling rule 25 (y2)</b>- Apostrophes for contractions</p> <p>Rare GPC</p> <p><b>Spelling rule 42(y5/6)</b> - ably and ibly</p> <p><b>Spelling rule 52( y5/6)</b> -Homophones</p> <p>Using a dictionary</p> <p>ate, ise and ify words</p> | <p>Proof reading</p> <p>Root words</p> <p><b>Spelling rule 51( y5/6)</b><br/>Homophones</p> <p><b>Spelling rule 45( y5/6)</b> - Ei and ie words</p> <p><b>Spelling rule 57( y5/6)</b> - Year 5/6 list (g to le)</p> | <p>Etymological/ morphological strategies</p> <p>Proof reading</p> <p><b>Spelling rule 50( y5/6)</b> -Homophones</p> <p><b>Spelling rule 58( y5/6)</b> - Year 5/6 list (li- pe )</p> <p><b>Spelling rule 59 ( y5/6)</b> - Year 5/6 list (ph- res)</p> | <p><b>Spelling rule 13 and 14(y3/4)</b> - Suffixes tion, sion ,ssion,cian</p> <p><b>Spelling rule 24 (y3/4)</b>- Homophones</p> <p>Any areas of spelling that need revisiting.</p> |
| <p><b>SPAG</b><br/><b>For discreet teaching</b></p>                                    | <p>Proper Nouns</p> <p>Converting nouns and adjective into verbs</p> <p>Tenses Past and present progressive and past perfect</p>   | <p>Adverbs</p> <p>Model verbs</p> <p>Standard English</p> <p>Using inverted commas</p> <p>Commas to clarify meaning</p>   | <p>Prepositional clauses</p> <p>Brackets, dashes and pair of commas</p> <p>Subordinating and co-ordinating conjunctions</p> <p>Convert nouns or adjective into verbs using ate, ise or ify</p>   | <p>Determiners</p> <p>Pronouns and possessive pronouns</p> <p>Relative pronouns and Relative clause</p>   | <p>Adverbials and adverbial phrases</p> <p>Revisit parenthesis</p> <p>Editing and evaluating skills</p>   | <p>Any areas of spelling that need revisiting.</p>   |

# LONG TERM PLANNING- WRITING , READING AND SPAG- YEAR 5



|             | Possessive pronouns<br>Sentence types<br>Main clause and subordinate clause   | Contractions   | Direct and indirect speech  | Cohesive paragraphs   |  |  |
|-------------|---|--|---|---|--|--|
| Handwriting | <p>First six weeks ensure that the children can form the following letters in this order:</p> <p>Week 1 – L and I<br/>Week 2 – u and t<br/>Week 3 – y and j<br/>Week 4 – n and m<br/>Week 5 –h and k<br/>Week 6 –b and p</p> <p>Week 7 – review children’s independence forming the 12 letters together in different nonsense words</p> <p>Every lesson should start with a warm up<br/>And how to hold a pen.<br/>They should have opportunity to draw different shapes and patterns as well as focusing on the given letters.</p> | <p>Week 1 – k and r<br/>Week 2- c and a<br/>Week 3- d and e<br/>Week 4 – s and g</p> | <p>Start with an assessment of all children’s writing to highlight any weak areas</p> <p>Week 1- Letter f<br/>Week 2 – Letter q<br/>Week 3 Letter o<br/>Week 4 – letter z and V<br/>Week 5 – letter w and x</p> | <p>Creating letter strings of six letters</p> <p>Practising joining days of the week, months of the year</p> <p>Ensure that the children are confident and set up interventions for children who need additional support.</p> |  |  |